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ABSTRACT

Forty-six first-grade teachers' manuals and workbooks from three basal reading series published in the 1930s, 1950s, and 1970s were examined for differences in the amount of material devoted to word-attack skills. Word-attack skills were defined as the use of phonic and structural analysis for successfully attacking unrecognized words. Results indicated that the amount of attention to word-attack skills was double in the 1970s that of the two earlier decades, that all three series increased this attention in the 1970s materials, that the three companies were similar in their emphasis during each of the three time periods, and that the Scott, Foresman workbooks of the 1970s had the highest percentage of pages devoted to word-attack skills. (Author/AA)

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WORD ATTACK SKILLS EMPHASIS IN THREE BASAL READING SYSTEMS DURING THE 1930's, 1950's, AND 1970's IN FIRST GRADE

A THESIS

SUBMITTED TO THE FACULTY

OF THE GRADUATE SCHOOL OF EDUCATION

OF

RUTGERS

THE STATE UNIVERSITY OF NEW JERSEY

BY

LAURIE ANN FORMAN

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TO MY MOTHER

Mrs. Shirley Forman,

whose concern,

whose encouragement,

and whose love for twenty-four years

made this possible

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CHAPTER I

INTRODUCTION

Since the beginning of reading instruction in America, educators have argued about the "best method" of teaching new words to children. Methods of word attack that have been praised in one decade have often come under fire in another. For example, students going to school during the post-Revolutionary era were drilled in phonics, as learning phonics was linked with patriotism and unification of spoken language in America. Shortly after this period, however, educators replaced the method with the "word method" after seeing it in schools in Prussia and Switzerland (Smith, 1934). The proponents of this method advocated teaching reading by presenting an object or picture together with a word which represented it. A violent swing back to phonics occurred in the late 1890's when children's reading deficiency was blamed on the word method.

This back-and-forth shift in emphasis continued throughout the 1900's and into the present decade of the seventies. In the 1920's, for instance, phonics was practically abandoned with new emphasis on meaning and silent reading. By 1940, there was an open

resurgence of phonics as one aspect of reading instruction (Durkin, 1968).

Throughout the past twenty years, since Rudolph Flesch wrote Why Johnny Can't Read (1955), there has been a constant reiteration of the question of how word recognition is being taught in our nation's schools. Flesch's famous scenario on the virtues of teaching phonics has dominated the educational horizon of the past two decades. Many educators have questioned Flesch's assessment of the state of reading instruction in the 1950's. There are those who criticize Flesch as oversimplifying a complex procedure (Corey, 1955; Harris, 1961; Reeves, 1966). However, there are others who applaud Flesch's perceptions that phonics and other word attack skills are not sufficiently emphasized (Blumenfeld, 1975; Chall, 1967; Terman & Walcutt, 1958; Walcutt, 1961).

Chall (1967, in reaction to Flesch's critique of the lack of phonic instruction in the fifties, did a critical analysis of different current approaches to beginning reading, mostly looking at existing research findings. However, only a limited analysis was made of earlier editions of major basal reading systems (1920, 1930, and 1940). A more thorough insight into historical shifts is needed. Twenty years after Flesch's book, we are still asking the same question:

Was his book an emotional misrepresentation or was it accurate in identifying teaching practices of the 1950's? A new question comes to mind: Has the emphasis in the teaching of word attack skills changed since the great reading scrutiny of two decades ago and, to pursue the problem even further, has there been any change in the last half century?

Statement of the Problem

The purpose of this study was to determine whether there has been a change in emphasis in the teaching of word attack skills in the last 45 years as reflected by changes in the percentage of pages devoted to word attack skills.

The questions to be answered in the study were:

Is there a difference in the amount of material of the three major basal reading series taken together devoted to word attack skills for first grade materials in the 1930's, 1950's, and 1970's?

Is there a difference in the amount of material devoted to word attack skills between the 1930's, 1950's, and 1970's within any one of the three series?

A minor question to be investigated was:

Is there a difference in the amount of material devoted to word attack skills between the three series at any one of the three time periods?

Although there was no evidence in the literature to predict whether or not there would be a difference between the three series at any one time, this was studied to provide additional insight into the philosophies of the companies examined.

Hypotheses

In order to answer the questions in this study, the following hypotheses were proposed:

1. There will be a difference in the mean percentage of pages of the three series taken together devoted to word attack skills between the 1930's, 1950's, and 1970's.

2. There will be a difference in the percentage of pages devoted to word attack skills between the 1930's, 1950's, and 1970's within any one series.

Significance will be defined as a change of 20%.

Importance of the Study

Most of us can remember a favorite book we read in the primary grades. Sometimes a particular illustration stands out, often a particular character in the story. Not enough of us can remember how we learned to read, i.e., exactly what methods were used by our teacher-phonetic drill, comprehension exercises and meaning clues, or language experience charts to

name but a few. This study is important because it will bring back to the collective memory of all educators the trends in reading instruction of the 1930's, the changes, if any, made in the 1950's, and the reactions and revisions made by a particular company in the present decade of the 1970's.

Teachers have been criticized for not devoting enough of their time to teaching phonics and structural analysis. The findings of this study will determine whether or not these criticisms are justified. It is important to investigate the extent to which writers of the basal reading materials have reacted to the literature concerning word attack skills. It will be interesting to note how an individual company has changed over a 45-year period.

Definition of Terms

Word attack skills refers here to the use of phonic and structural analysis for successfully attacking unrecognized words independently. Excluded from this definition is the use of context clues and the dictionary. The reason for this exclusion is because the use of context requires attention to the meaning of whole words already known to the student, and dictionary skills are usually not taught in primary grades. The "whole word" or sight method, sometimes considered as an aid in word recognition, is also

excluded as it is not a technique that can be used on unrecognized words.

Terms such as "word attack," "word recognition," "word analysis," and "word perception" have been used interchangeably in this study.

Phonic analysis refers here to the systems of word recognition that employ generalizations about the relationships of sounds to certain symbols (as used individually or in groups). It deals with consonant elements (single, blend, and digraph), vowel elements (long, short, -r controlled, -l controlled, -w controlled, digraphs, dipthongs), phonograms, and silent letter spellings.

Structural analysis refers here to the instant recognition of morphemic structures such as root words, compounds, contractions, endings, affixes, and syllables.

Limitations of the Study

This study has been limited to materials for one grade. The first grade was chosen because of its emphasis on word attack skills. First grade materials have been included in research studies relating specifically to methodology of basal readers such as the United States Office of Education-sponsored first grade studies in 1967 entitled "The Cooperative Research Program in First Grade Reading" (Bond & Dykstra, 1967),

Chall's (1967) examination of 1956 Ginn and Scott, Foresman readers, and Agnew's (1939) findings on phonics instruction in first grade.

The reason for selection of basic readers is because they have been the main teaching tool during the past 45 years. Harris (1961) stated: "Although exact statistics are not available, it is probable that beginning reading is taught by the basal reader method in over 90 per cent of first-grade classes in the United States . . ." (p. 84).

Macmillan Company, Scott, Foresman and Company, and Row, Peterson and Company (later Harper and Row) were the companies chosen because of their importance in the reading curriculum in many schools throughout the country at various times. Smith (1934) included The Work-Play Books published by Macmillan in a discussion of trends in "popular" or "representative" readers between 1925 and 1934. Chall (1967) stated that Scott, Foresman's 1956 edition of The New Basic Reading Program was one of "two series most widely used in the late 1950's and early 1960's . . . which probably accounted for around 80 percent of total reading-series sales during this period" (pp. 200-201). Much attention has gone to Harper and Row Company for being one of the "First Linguistic Efforts in Reading" (Goodman, 1969, p. 272).

Availability of teachers' workbooks and manuals for each company from the 1930's was another means of selecting reading materials. Many new readers had no "ancestors" and therefore could not be compared with the former materials.

Overview of the Study

In Chapter II, the writings of authorities in the reading field have been examined with an attempt to discover what they thought was being taught in the area of word attack skills and what they felt were the neglected aspects of word attack skills.

Chapter III explains how the materials for this study were chosen and located. Philosophies of each company are also presented. It also explains how the pages from each teacher's manual and workbook were examined, entered in tables, and how comparisons were found.

Chapter IV shows in discussion and in tables how the percentage of pages devoted to word attack skills compares, and interprets the findings of this study.

Chapter V presents the summary and conclusions of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Debates about methods of teaching word recognition are hardly new to the educational forum. Shifts from a meaning to a code-emphasis have been recurring since the 1800's. Most authors have made arguments either for or against phonics instruction the focus of their discussions concerning word attack skills. In this chapter, views of educators on the subject of teaching word attack skills will be presented, along with any outstanding research findings that have changed the trends of primary reading instruction in America since the early part of the twentieth century.

Early Basals

In the early 1900's, the identification of word forms was thought to be important, whether reading was taught by the "word method" or by the "phonic method."

> In many schools at that time there was such an over-emphasis on the learning of separate words and on their analysis by the phonic method that word perception became an end in itself rather than one of the factors in efficient reading. (Gray, 1948, p. 3)

The "word method" made little attempt to teach word attack skills, but was based on the recognition and pronunciation of word wholes. The "phonic method" readers flourished at about the same time as the "word and sentence method" readers, but survived even longer (Gray, 1948). Gray stated:

> Practically all of the "phonic" methods were based upon the plan of breaking down our language into various phonetic elements and then supplying drill on each of these elements by means of groups of words in which the element occurred. The reading material of primers which followed these methods consisted largely of disjointed sentences, built up of phonetically selected words as they were developed from day to day. (Gray, 1948, p. 19)

Prior to 1920, the Ward readers, the Beacon readers, and the Gordon readers were the most popular reading series, each one emphasizing the learning of phonic elements. Smith (1934) reviewed the introduction of phonics in America:

> The method of teaching phonetics . . . was usually that of having the child sound each letter separately by imitating an exaggerated enunciation by the teacher, who took pains to demonstrate the position of the lips, tongue, and teeth. Later an attempt was made to appeal to children's interests by telling them stories in which the sounds of letters and combinations were represented by the calls of animals or sounds made by objects. . . . The phonetic method now most generally advocated consists of . . . giving ear training through rhymes, giving eye and voice training . . . and aiding the child to generalize the sounds from known words. (pp. 271-272)

Several research studies in the 1920's questioned the value of intensive phonics. Scientifically standardized tests, which appeared for the first time, tended to yield lower silent comprehension scores to groups given intensive phonics training in comparison to groups taught with less stress on phonics (Harris, 1961; Smith, 1963). Harris stated that George Spache summarized the major objections to phonics when Spache "pointed out that English is a relatively nonphonetic language . . . and that when over-emphasized, phonics instruction tends to produce slow, unenthusiastic readers" (Harris, 1961, p. 324).

Although it was not the researchers' intent, the radical reaction to these standardized test results was to practically abandon phonics instruction altogether. Gray (1948) described the trends in the late twenties and early thirties:

> In many schools, teachers were sternly warned by their superiors against giving any special attention to the visual form of words, whether by sight or by phonetic methods, as a preparation for reading. In these schools meaning was to be considered almost the only factor in word perception, and children were expected to identify new words by "guessing" from context. (p. 26)

During this period, the new emphasis was upon meaning and silent reading (MacKintosh, 1963; Smith, 1963). Gates (1928) discussed the shift from mastery of printed symbols to "thought getting" techniques.

"An increasing number of teachers are now emphasizing comprehension from the beginning, while the training for word mastery is either introduced later or reduced in amount or both" (p. 2).

Emphasis upon the new silent reading procedures was responsible for bringing teacher's guidebooks or manuals into general use. Smith (1934) mentioned that a paper-covered booklet, one for each grade, was the most popular form for the new manuals, which averaged 7½ by 5⅛ inches and had between 50 and 150 pages. "Every author of new reading textbooks furnished generous instructions for the use of his material" (Smith, 1934, p. 164). Shortly after the use of manuals were initiated, companies issued work-pads, "consisting of directions and pictures for silent reading exercises which the children must carry out by themselves during seat work periods" (Smith, 1934, p. 201). Another innovation of this period was the pre-primer (Smith, 1934, p. 201).

The manuals of the early 1930's did not entirely dispense with phonics instruction. "Every manual that has appeared in connection with a basal series of readers during this period has recognized phonetics" (Smith, 1934, p. 220). Although some authors expressed objections to teaching intensive phonics, they all discussed it and outlined procedures for teaching it.

Gates and Huber, authors of The Work-Play Books stated in the First Grade Manual:

> The objections just made to certain phonetic methods should not be interpreted as a statement that abilities to see similarities and differences among words, to identify common phonetic elements in words, to translate these letters or letter combinations into sounds, and to blend these separate sounds into a whole-word sound, are without value. As a matter of fact, all these are important abilities. (p. 29)

Gates (1928) discussed the limited value of phonetic drill in contrast to intrinsic procedures which he originated:

> If it were necessary to choose between the two forms of training studied, the intrinsic type should be selected. . . . That it will be the part of wisdom to curtail very greatly the phonetic instruction in the first grade is strongly implied. (p. 102)

Gates (1928) described the intrinsic method as "a number of exercises arranged wholly to stimulate not only to emphasize comprehension but also to demand accurate discrimination of words and phrases" (p. 51). Smith (1934) described this method more specifically "as one in which practice in the recognition of similarities and differences in word elements is given through comprehension exercises requiring choices from various words or phrases that look much alike" (p. 222).

Dolch (1931) summarized the status of the phonics controversy circa 1930:

> It is well to recognize clearly that phonic teaching in beginning reading is the center of much dispute and disagreement. It has its ardent advocates and its hot opponents, and there is much need for some common ground of agreement. The chief cause of trouble seems to be that enthusiasts have treated phonics as a science in itself and not as an aid to the child in reading. (p. 73)

The use of context clues and structural analysis appeared for the first time as techniques which should be taught to children as aids in working out the pronunciation of unrecognized words (Smith, 1965). Although only a limited amount of phonics instruction occurred in many classrooms at that time, evidence accumulated that phonics did have value in helping children attack words. Agnew (1939) found that "phonics instruction in the first grade increased independence in word recognition, aided the child in learning new words, encouraged correct pronunciation, and improved oral reading" (Harris, 1961, p. 324).

By 1940, strong pressure from parents and teachers brought the educational attention to the importance of establishing well-planned programs for teaching word perception. There was an increasing demand for greater attention to the development of word attack skills, including phonics. Gray (1948) described the trend:

> Typically American, this powerful swing back to phonetics, which is only one aspect of

> word perception, presented some disturbing and puzzling questions: What kind of word-perception skills should we develop? Shall we . . . reinstate the old mechanical phonic drills and content that inevitably result in dull word-by-word reading? Shall we go back to the "guessing from context" that was emphasized in the thirties? (p. 28)

Russell (1949), also commenting on the trend of reinstating phonics and other word attack skills in the 1940's, explained:

> The latter half of the 1940's saw part of a swing of the pendulum back to a middle position for phonetic analysis in word-recognition programs. There has been no disposition on the part of teachers and leading educators to restore the extreme or sole emphasis upon phonetic analysis as the one method of teaching reading. No one today would require children to memorize long lists of useless words just because they contained phonetic similarities. However, there is a trend in many school systems toward restoring some phonetic-analysis activities. . . . (pp. 210-211)

This dilemma of the 1940's, as described in the preceding comments by Gray and Russell, was further complicated by the fact that between 1928 and 1948, teachers had little preparation for the teaching of word attack skills. Manuals did an inadequate job of developing "understandings and skills which both teacher and pupils need as helps to word analysis" (Gray, 1948, p. 28).

Reactions to Flesch

During the decade of the 1950's, American reading instruction underwent harsh criticism. "School people maintained that the criticisms were unfair and rose to the defense of their methods through articles, speeches, discussions, and investigations" (Smith, 1961, p. 148). Gates (1961b) conducted a study comparing elementary pupils tested in 1957 in developing new norms for the four batteries of the Gates Reading Tests with children measured for a similar purpose 20 years earlier. Gates found that "when the children of the 1957 group are compared with the 1937 pupils of the same chronological age, . . . the 1957 children are superior in reading ability" (p. 5). The comparison was based on equivalent scores obtained by giving both the old and new tests to about 1630 pupils between 1957 and 1960.

The reason for much of the renewed interest in teaching reading in the fifties was a book entitled Why Johnny Can't Read (Flesch, 1955). Flesch maintained that with the whole word method as the primary method of teaching beginning reading at that time, "reading isn't taught at all. Books are put in front of the children and they are told to guess at the words or wait until Teacher tells them" (p. 17). Flesch traced the origin of the whole word method in an

attempt to show what he considered to be its erroneous rationale. In the 1840's, early initiators of the whole word method, Horace Mann, John Russell Webb, and Josiah Bumstead, had the child learn entire words during his first weeks of instruction. A study by Cattell in 1885 was cited as the psychological rationale for this method in The Psychology of Teaching Reading by Irving H. Anderson and Walter F. Dearborn.

> Using the tachistoscope of short-exposure technique, Cattell found that the adult reader could, in ten minutes of exposure time, apprehend equally well three or four unrelated letters, two unrelated words . . . or a short sentence of four words. . . . The experiment definitely proved that we do not ordinarily read by letters but by whole-word units. (Flesch, 1955, p. 50)

Flesch pointed out that adult readers, not children, were tested in Cattell's laboratory. An adult reader "has gotten used to the combinations of letters in common words. He does an extremely fast job of reading these familiar letter combinations . . ." (p. 51). Flesch seemed to be saying that an entire theory of teaching reading to children was erroneously based on the eye movements of adult readers.

Flesch's strong arguments were based on experts' opinions. However, his interpretation has been criticized. After providing an example of Flesch's error in quoting one expert, Duker and Nally (1956) asked: "Just how many other quotations are

also given out of context?" (p. 47). Corey (1955) pointed out five errors in Flesch's book. Reeves (1966) stated that Flesch's book oversimplified and made use of part truths.

Gates (1961a), indirectly aiming his comments concerning the teaching of phonics toward Flesch in an article entitled "Johnny Reads Better Today," defended the teaching practices of the 1950's. He stated:

> Although the older types of formal "phonics" were more widely taught in American schools from 1930 to 1937 than from 1950 to 1957, there is no suggestion of a superiority of the 1937 children in word recognition skills in comparison with comprehension skills. (p. 22)

Harris (1961) referred specifically to Flesch when he explained the problems of reliance on phonics alone:

> Writers who have campaigned for a return to a synthetic phonic method have seriously underestimated the difficulties presented by the irregularities in English spelling and pronunciation. Not only are there many ways of spelling a particular sound (the sound of sh is represented in 16 different ways), but the supposedly simple task of teaching five vowels runs into the problem that in American speech there are 36 distinguishable vowel sounds, some of which are used only in a limited region. (pp. 91-92)

In the footnote following the preceding statement, Harris referred the reader to Flesch's Why Johnny Can't Read and Terman and Walcutt's Reading: Chaos and

Cure (1958).

Following Flesch's angry cry for intensive phonics instruction, there was a rash of articles supporting his theories. Articles opposing his theories such as the aforementioned were not as popular among parents and the press. Walcutt (1961) attributed "the reading problem in America" to the look-say or whole word method. Betts (1961) noted that:

> Today there are too many first-grade classrooms in which the so-called "word method" of teaching beginning reading is used. When this so-called method is stripped of its "pedaguese," including the term sight words, it is merely a tell-the-child-the-word procedure, and telling isn't teaching! The word method, therefore, is a nothing-for-nothing proposition, emphasizing rote learning. (Dechant, 1964, p. 192)

Fraiberg (1965) stated: "Mastery of reading through a look-say method is a prodigous feat of memory for the child in the early grades. The problems of 'reading disability' which have grown out of this method are the subject of vast literature." In an anonymous editorial in National Review (Target: Dick and Jane, 1963) reviewing Trace's address to the Reading Reform Foundation convention, Trace discussed the whole word method: "The 'progressive' philosophy of reading instruction can best be understood in terms of a term I have chosen for it: Progressive Retardation." Kirk (1966) named the look-say method as the cause of reading difficulty in the United States. Chall (1967),

after five years of research, presented evidence in favor of "early stress on learning the code" rather than initial emphasis on sight words. More currently, Blumenfeld (1975) blamed the look-say method for functional illiteracy, reading disability, dyslexia, strephosymbolia, "or anything else you want to call it." He asked:

> What did look-say actually do that was so horrible and illogical? It converted our English writing systems, which is alphabetic, into a hieroglyphic system, which it is not. (p. 597)

Current Practices

Most educators now advocate the teaching of a combination of word attack skills in beginning reading instruction (Guszak, 1972). Present-day teachers are teaching phonics in addition to the other word attack methods. Whipple (1966) described the point of view about phonics most widely accepted today:

> . . . it is only one method of word recognition. Children should learn to recognize words and phrases through the use of picture clues, configuration clues, meaning clues, and general context and phonics; and word analysis skills should be introduced after the child has a small stock of familiar words. (p. 48)

Spache (1972) explained the difference between current basal reading series and those of the last half century with specific reference to word attack skills. The difference, according to Spache, is not the amount

of word attack skills taught, but the timing of introducing these skills into the first grade program. Spache commented:

> Despite the claims of many critics, the basal reading series of the past half-century has not employed a look-and-guess or a whole-word approach to word recognition. Word-attack skills, including phonics, structural analysis, contextual analysis, and syllabication, have been an integral part of almost every series. It is true that it has been common practice to delay instruction in word-attack skills until a minimum sight vocabulary of perhaps 100 to 150 words has been established. . . . (p. 43)

Spache further explained the program of the early 1970's:

> The program in word-attack skills has been dramatically modified during the last few years by beginning instruction earlier and attempting to make it more functional. No longer is phonics delayed until the latter part of first grade; it is begun with the initial reader, the preprimer stage. In contrast to the readers of the 1950's, present programs begin letter sound instruction earlier and integrate it with word recognition, rather than treating it as simple visual or auditory discrimination. Many of the consonant and vowel sounds, consonant digraphs, and blends of consonant sounds, rhyming elements, and the like, formerly taught in the late first grade and second grade, are now being offered by the end of first grade. (p. 44)

Before examining basal reading systems, a description of each word attack skill will follow. Strang, McCullough, and Traxler (1955, p. 157) identified six types of context clues. In the (1) experience clue, the unknown word is predictable from the student's life experience. In the (2) comparison or

contrast clue, the unknown word is predictable as like or opposite to another word. In the (3) synonym clue, the unknown word is suggested by a synonym for it. The (4) familiar expression or language experience clue uses the student's acquaintance with everyday expressions. In the (5) summary clue, the unknown word summarizes the ideas that precede or follow it. In the (6) reflection of mood clue, the unknown word fits the situation or mood already established.

Structural analysis deals with recognizing parts of words and their relationship to one another (Reeves, 1966, p. 39). Structural analysis skills are sometimes divided into four types:

1. Identifying forms of known words--that is, endings: ing, ed, es, s.
2. Identifying root forms of known words as meaning elements with suffixes and/or prefixes.
3. Identifying the components of compound words.
4. Using syllabification-dividing words into pronounceable units. (Roberts, 1964, pp. 204-205)

Phonetic analysis is associating sound with printed symbols. A list of skills necessary for mastery of this word attack technique includes:

1. Recognition of consonants and their primary and variant sounds (enunciation and auditory discrimination stressed).

2. Recognition of consonant blends and digraphs.

3. Recognition of most common phonetic elements-phonograms.

4. Recognition of long vowel sounds.

5. Recognition of short vowel sounds.

6. Recognition of vowel variants, silent vowels, dipthongs, r modifiers. (Roberts, 1964, p. 205)

Thus far, the techniques of using context clues, structural analysis, and phonic analysis have been described. While writers of educational literature agree as to the inclusion of these three skills as word attack, some writers include additional skills such as picture clues and dictionary skills. These two skills will be briefly explained.

The use of picture clues is most appropriate during the beginning stages of reading (Smith, 1963, p. 168). This skill involves associating a word with the picture near it. Picture dictionaries also fall within the category of recognizing words through the use of picture clues.

Dictionary analysis as a word recognition technique is seldom used because of the time involved. Nevertheless, it is an important source of word recognition because it provides the reader with an independent means for finding the pronunciation of an unknown word. Most often, dictionary analysis is

equated with the ability to use the pronunciation key symbols of a glossary or dictionary or the phonetic respelling of the word.

The literature seems to focus on the classroom teacher's careful and knowledgeable use of manuals and workbooks in the teaching of word attack skills. Dechant (1964) stated: "The teacher may become so reliant upon workbooks and teacher manuals, that he falls imperceptibly into the lock-step he would be the first to abhor" (p. 201).

This review of the literature indicates: first, there never has been total agreement of the best way to teach word attack skills, and, second, most of the skills have been advocated for nearly a century. The next chapter will examine the books our children have been using to see how accurate writers have been in assessing the teaching of word attack skills. It will note changes, if any, in the amount of word attack skills stressed by major publishing companies over a 45-year period.

CHAPTER III

PROCEDURE

The materials chosen for this study were first grade workbooks and teacher's manuals from three publishing companies: Scott, Foresman, Macmillan, and Row, Peterson, which eventually became Harper and Row. These companies were chosen from the limited number of companies that have endured throughout the last several decades. First grade books from these companies representing the 1930's, 1950's, and 1970's were examined to give an indication of changes in emphasis of word attack skills in the last half century.

First grade materials included the pre-primers, the primer, and the first reader. Supplementary materials were excluded from the investigation, as they varied from company to company and could not be compared. The readers themselves were also eliminated, as they did not teach word attack skills. The books of the 1930's and 1950's were located at Teachers College Library, Columbia University. The 1970's editions were located at the Instructional Materials Center at Rutgers University Graduate School of Education.

Materials Included

Because this study used three companies, three decades, and three levels of first grade books, it appeared as if 27 teacher's manuals and 27 workbooks were to be examined, making it a total of 54 books. However, the total number of books decreased for the following reasons: The 1950's Scott, Foresman pre-primer manual was missing. Charts were used by Macmillan in the 1930's instead of a pre-primer workbook. In 1936, Row, Peterson used one manual for all of first grade. In 1930, Macmillan used only one manual for all of first grade. In 1930, Scott, Foresman used only one workbook for pre-primer and primer levels instead of one for each. Scott, Foresman used only one manual for pre-primer and primer levels in 1930. Therefore, a total of 46 books were examined (see Table 1 for a listing of materials examined and see References for exact titles).

Philosophy of Books

Before examining the children's materials, the manuals or guides of the three publishers were checked to ascertain their purposes.

Macmillan Materials

The Macmillan basal reading materials of the 1930's were authored by Arthur Gates. The Work-Play

TABLE 1

MATERIALS EXAMINED FOR WORD ATTACK SKILLS

Publishing Company and Decade		
Macmillan		
1930	1950	1970
pp, p, and f manual	pp manual	pp manual
p workbook	p manual	p manual
f workbook	f manual	f manual
	pp workbook	pp workbook
	p workbook	p workbook
	f workbook	f workbook
Row, Peterson (Harper & Row)		
1930	1950	1970
pp, p, and f manual	pp manual	pp manual
pp workbook	p manual	p manual
p workbook	f manual	f manual
f workbook	pp workbook	pp workbook
	p workbook	p workbook
	f workbook	f workbook
Scott, Foresman		
1930	1950	1970
pp and p manual	p manual	pp manual
f manual	f manual	p manual
pp and p workbook	pp workbook	f manual
f workbook	p workbook	pp workbook
	f workbook	p workbook
		f workbook

Note:

pp = pre-primer

p = primer

f = first reader

Books, as they were called, were the outcome of more than ten years of research. The underlying theory "represents essentially the viewpoint of John Dewey, leader among modern educational thinkers" (Gates, 1930, p. 1). The author explained:

> The underlying theory is that reading should not be conceived as an isolated mental activity. Reading should not be conceived as an activity that can be safely divorced from other activities which children enjoy and from which they learn. It is not a subject all in itself. . . . Reading should, in short, become an intrinsic part of a well-rounded, interesting, and fruitful child life. (Gates, 1930, pp. 1-2)

According to Gates, the types of activities essential to educational experience included linguistic, dramatic, artistic, exploratory, and constructive.

In Chapter III of the 1930 First Grade Manual, Gates discussed methods for developing independent recognition of words. These essential skills included "the ability to learn new words effectively and quickly . . .," "the ability to perceive familiar words, not only singly but in phrases and thought units, with great speed and accuracy in order to make rapid reading possible," and "the ability to attack unfamiliar words encountered during reading" (p. 25).

Gates pinpointed four deficiencies in "usual methods" for developing these skills. His substitute for the usual phonetic drill--the intrinsic method--combined word perception training with comprehension

exercises. In this way, "the pupil is unaware of being 'taught' or even of studying phonetics or word-form analysis. His mind is given to getting and demonstrating his understanding of the thought. The word-mastery skills are a natural and necessary result of normal reading" (p. 32).

The preceding paragraphs point out Gates' emphasis on getting meaning as opposed to doing phonics drills. Gates did state, however, that the teacher need not discard phonetic drill altogether. He outlined procedures for developing phonetic ability. In the daily lesson plans, the term "optional" always appeared whenever "phonetics" was listed. Thus, phonetic training was given a lesser emphasis than the meaning of sentences and phrases.

The first grade program in this 1930 series began with a primer and workbook. Instead of a pre-primer book, class charts were provided. Gates, along with Huber and others, was still the senior author of the 1950's series. There was one manual for each level of first grade: pre-primer, primer, and first reader.

The Macmillan reading program described in the 1957 manual for the first reader defined five word recognition skills: the use of sight words, picture clues, context clues, word forms, structural analysis, and phonics. The manual included a chart of phonetic

elements introduced in the manual and preparatory book. Comprehension and study skills were still emphasized in the activities mentioned in the manual, and the teaching of word attack skills was not downgraded as it was in the manual of the thirties.

The senior authors of the 1970's were Albert J. Harris and Mae Knight Clark. The teacher was held accountable for helping the student learn the skills of decoding and comprehension that would enable him to read independently. The goal of the first reader program was "to provide activities, content, and teaching procedures to help the child to become an independent reader and the teacher to be a more effective diagnostician" (p. 9). Reading was defined as "a process through which the reader actively seeks to gain meaning from a written text" (p. 8).

The influence of research on linguistics and psycholinguistics was evidenced by the inclusion of a section entitled "Relating Reading and Language," which defined linguistic terminology such as "phoneme," "morphemes," and "graphemes." In the back of the manual was an "Outline of Skills." Word recognition and analysis was given as much emphasis as word meaning and comprehension skills.

In addition to workbook exercises, students were given practice in word attack skills in the

manual lesson plans in sections such as "Developing Reading Vocabulary" before the story was read and in "Teacher-Directed Activities" and "Provision for Individual Differences" in the follow-up after reading.

Row, Peterson Materials

One guidebook encompassed all of first grade in the reading system of the 1930's. In Chapter One, much space was devoted to the nature of story content in The Alice and Jerry Books, as they were called. The authors Mabel O'Donnell and Alice Carey felt that they had satisfied the demands of the public of the past 15 years regarding the content of the basic readers.

In Chapter Two, "Word Analysis," the guidebook stated: "The amount of training given in word analysis should be fitted to the needs of the learner" (p. 24). To show the extent of the break from phonic instruction by educators of this period, we quote from the 1936 guidebook:

> During the past several years, the break-away from the old phonetic methods of teaching beginning reading has been so complete, that to mention word analysis to many teachers in many school systems is like presenting a wolf in sheep's clothing. (p. 24)

Words known by the student were analyzed so that new words could be unlocked when the need arose. Methods of word recognition were identified and "there is a constant interlocking and overlapping" (p. 25).

The 1957 first reader guidebook varied considerably from that of the 1930's by offering different programs for "superior," "average," and "immature" groups of students. The book attempted to comply with research in the fields of reading and child development that emphasized greater attention to the problem of individual differences. Detailed charts of word recognition techniques and appropriate workbook pages for each group were included in the manual. The book stressed the importance of the teacher in understanding reading skills and in initiating the development of such skills.

Now called Harper and Row, the guidebook of the seventies defined the reading process in terms of its importance to effective living in a modern world:

> . . . reading, the ability to discover the meaning conveyed by the printed or written word, is one of the fundamental learned behaviors needed by each individual if he or she is to be an efficiently functioning member of society. (Byrne, 1972, T31)

The authors cited as their goals the "teaching of skills from simple word recognition to the complex behavior of independent and responsible reading" (1972, p. T31).

Levels 4 through 8 encompassed the first grade program. There was a separate guidebook for the pre-primer, primer, and first reader.

Scott, Foresman Materials

In the materials of the 1930's, there was one guidebook for the pre-primer and primer levels and one for the first reader. From the 1937 first reader guidebook we learn that the objectives of reading as defined in 1924 by the National Committee on Reading coincided with the objectives of this book. The objectives were "rich and varied experience through reading," "strong motives for, and permanent interests in, reading," and "desirable attitudes and economical and effective habits and skills" (p. 7).

The authors of the first reader guidebook explained the emphasis of the book regarding meaning clues and word study:

> This Guidebook emphasizes the meaning aspects of recognition but presents also carefully planned lessons in perception of the word form. Underlying all lessons in the study of word forms is the assumption that observation of general forms and distinguishing characteristics and phonetic elements of words is synchronized with the meaning clues. (p. 49)

The 1931 pre-primer and primer guidebook explained that the English language is "unphonetic"; as a result "no known mechanical method of analysis is entirely reliable" (pp. 144-145). The mechanical analysis of words, which often resulted in word calling, was replaced by a study of word elements "supplemented and checked by a study of the word's meaning in the

particular sentence in which it is used . . ." (p. 145). Word analysis was included in the "Supplementary Practice" of each lesson. Such training was not introduced until after the first few lessons in the primer.

The 1956 manual to the basic first reader gave objectives similar to those in the manual of the thirties. Phrases such as "desirable attitudes," "experiences with good literature," "growth in interpretive skills," and "growth in . . . word perception" were used to describe the goals of the reading program (1956, p. 13). Word perception was given greater emphasis than before. The learning of sight words in the pre-primer and primer levels provided "the basis for generalizing principles of word analysis at subsequent levels" (primer, 1956, p. 32).

In the 1956 series, three separate guidebooks were provided for first grade. In the 1971 books, however, there were no usual grade designations, but instead levels 2, 3, and 4 were suggested as the first grade program. Children proceeded through the levels at their own pace. The pupils' books were authentic library books, which could be softbound or hardbound.

The manual stated the philosophy and definition of reading:

> Research in language points up that language is written down in order to convey a message

> to the reader. Reading is the active reconstruction of these written messages; that unless a written message is based on a concept with which the reader can relate, he cannot reconstruct the message intended; that a written message is not conveyed by individual letters, words, or even sentences, but by the entire passage. (1971, levels 2, 3, & 4, p. 11)

From this statement, it would seem that the ultimate aim of the program was similar to that of the 1930's Scott, Foresman materials: that is, not the acquiring of proficiency in the recognition of isolated elements, but the grasping of the meaning of a selection.

Examination of Materials

Each manual and workbook was examined page by page to determine the number of pages devoted to word attack skills. A page was counted if more than half of the material, instructions, and/or exercises on the page was concerned with word attack skill development including phonics and structural analysis. (See Appendix for the actual count of word attack skill pages for each of the 46 books examined.) In essence, an objective judgment was made by the examiner about whether or not a page should be considered a word attack skill page, based on definitions of word attack skills previously given and on the actual amount of space devoted to such skills on a particular page. To test the reliability of the examiner, a second examiner

was summoned to count word attack skill pages in a 144 page first reader workbook. The results from the two examiners were compared.

The total number of pages for each manual and workbook was then recorded to later determine the percentage of pages devoted to word attack skills within each company at a particular time period.

Summarizing Findings

After each pre-primer, primer, and first reader manual and workbook was examined, the number of word attack skill pages of each was combined within each company at each of the three time periods and listed in a table. (See Table 2 for an example of the design for data gathering used in this study.)

Within each company, the combined total number of pages for all first grade books at each time period was then computed in order to determine the percentage of pages devoted to word attack skills. Percentages were rounded off to the nearest whole percent.

There was no test of significance to legitimately compare descriptive data in the form of percentages. Therefore, the percentages were compared without the aid of a statistic to note changes in

TABLE 2

DESIGN FOR DATA GATHERING

	Time Period		
Series	1930	1950	1970
Macmillan	X	X	X
Row, Peterson	X	X	X
Scott, Foresman	X	X	X

the data. In lieu of a test of significance, differences between percentages met the criteria for significance defined in Chapter I if there was a change of 20%.

CHAPTER IV

FINDINGS AND DISCUSSION

In this study, 21 teachers manuals and 25 first grade workbooks were examined to determine:

Whether there was a change in the mean percentage of pages of the three series taken together devoted to word attack skills between the 1930's, 1950's, and 1970's.

Whether there was a change in the percentage of pages devoted to word attack skills between the 1930's, 1950's, and 1970's within any one series.

A minor question investigated in the study was:

Whether there was a difference in the percentage of pages devoted to word attack skills between the three series at any one of the three time periods.

Main Hypotheses

In answer to the first hypothesis, which stated that there will be a difference in the mean percentage of pages of the three series taken together devoted to word attack skills between the 1930's, 1950's, and 1970's, it was found that while the means for the

1930's and 1950's remained the same, (only 12 and 11% respectively), the mean for 1970 (23%) was doubled in comparison with the other two decades. The gain in mean percentage of pages in 1970 over that in 1930 and '50 was 11 and 12% respectively. In all three decades, the means were low, the lowest one occurring in 1950. Table 3 shows the percentage of pages devoted to word attack skills for each series at each time period with means of the three series taken together given for each decade. The reader is referred to Table 3 for data relating to both hypotheses.

In answer to the second hypothesis, which stated that there will be a difference in the percentage of pages devoted to word attack skills between the 1930's, 1950's, and 1970's within any of the three series, it was found that Macmillan increased from 8% in 1930 to 10% in 1950 with the percentage almost tripling in 1970 to 28%. Row, Peterson (called Harper and Row in the 1970 books) decreased in percentage of word attack skill pages in 1950 when compared to 1930 from 18% in 1930 to 13% in 1950. In the 1970's materials for Harper and Row, 21% of the pages were devoted to word attack skills, which is a gain of 3% over 1930 and a gain of 8% over 1950. While these gains are small, they indicate a trend toward a greater amount of material devoted to word attack skills in

TABLE 3

PERCENTAGE OF PAGES DEVOTED TO WORD ATTACK SKILLS IN FIRST GRADE IN THREE MAJOR READING SERIES

	Time Period		
Series	1930	1950	1970
Macmillan	8	10	28
Row Peterson	18	13	21
Scott Foresman	10	10	19
(Mean)	(12)	(11)	(23)

Note: These percentages include both workbook and teachers manual combined.

the present decade.

There was no change in the Scott, Foresman materials from 1930 to 1950, which remained 10%. However, the percentage of pages devoted to word attack skills nearly doubled in the 1970's to 19%.

In answer to the minor question investigated (in which no prediction was given) which stated that there will be a difference in the percentage of pages devoted to word attack skills between the three series at any one of the three time periods, it was found that they all tended to increase word attack skills between 1930 and 1970. In 1930, the percentages ranged from 8 for Macmillan to 18% for Row, Peterson. In 1950, the range between companies was even more narrow, from 10% for both Macmillan and Scott, Foresman to 13% for Row, Peterson. The greatest difference between companies appears to have occurred in the 1970's materials, which ranges from 19% (Scott, Foresman) to 28% (Macmillan).

To further pinpoint the differences in amount of word attack skill pages in first grade materials throughout the past 45 years, and to magnify these differences, separate percentages for the manuals and workbooks within a company at each time period were computed (see Table 4). The trends are now more apparent as we compare changes in percentages of word

TABLE 4

PERCENTAGE OF TEACHERS' MANUAL (TM) AND WORKBOOK (WB) PAGES DEVOTED TO WORD ATTACK SKILLS IN FIRST GRADE IN THREE MAJOR READING SERIES

Series	Time Period					
	1930		1950		1970	
	TM	WB	TM	WB	TM	WB
Macmillan	10	4	14	5	27	33
Row Peterson	9	32	10	25	17	33
Scott Foresman	9	13	8	15	15	35
(Mean)	9	16	11	15	20	34

attack skill pages for workbooks and teacher manuals.

In answer to the first hypothesis previously stated, the mean percentage of the manuals of the three series taken together increased by only 2% between 1930 and 1950, but doubled in 1970. The same trend occurred for the workbook; The mean of the percentage of word attack skill pages doubled in 1970 over the means for 1930 and 1950.

In answer to the second hypothesis previously stated, the same trend in percentages occurred for both manuals and workbooks between the 1930's and 1950's for each of the three companies showing an increase in word attack skills. Between these two decades and the 1970's, there was an increase within Macmillan for both manuals and workbooks and a similar increase in Scott, Foresman. The 1970 Macmillan and Scott, Foresman workbooks, in particular, showed the greatest increase in word attack skill pages over the earlier materials. A criteria for significance was defined in Chapter I as a change of 20%. This criteria was met in this instance for Macmillan and Scott, Foresman. Macmillan jumped from 4 and 5% in 1930 and 1950 respectively, to 33% in 1970. Scott, Foresman jumped from 13 and 15% in 1930 and 1950 respectively, to 35% in 1970. It must be noted that these percentages, although showing an increase, are

still rather low. Row, Peterson manuals nearly doubled in the amount of materials devoted to word attack skills from 9 and 10% in 1930 and 1950 respectively to 17% in 1970. The workbooks showed a smaller change between the three decades. These changes did not meet the established criteria for significance.

In answer to the minor question previously stated, differences between companies at each of the three time periods were investigated. It was found that in 1930, while the percentages for manuals of the three companies are almost identical, there is a difference between Macmillan (4%) and Row, Peterson (32%) in workbook word attack skill pages which satisfies the criteria for significance. Again in 1950, the percentages for the Macmillan workbook are relatively low when compared to the other two companies' percentages for workbooks in that year. The criteria for significance is again met when comparing the difference in percentages between the Macmillan and Row, Peterson workbooks of the 1950's. As in the 1930's, the difference in the 1950's between the three teachers manuals with respect to percentage of pages devoted to word attack skills is relatively small. In the 1970's, there is no difference in percentages for workbooks between the three series (all reach 33%), but there is a difference in the percentages

for manuals of that year. The range was from 15% (Scott, Foresman) to 27% (Macmillan) in 1970 for manuals. Therefore, in 1970, a third of the workbook pages within each of the three series examined was devoted to word attack skills.

A note about reliability must be added. When a second investigator examined a 144-page 1970 Macmillan first reader workbook, it was found that 44 of the pages were devoted to word attack skills. This number is almost identical to the findings of the first examiner, i.e., 45 pages. It can be concluded that based on this sample of the total population, results of this study are highly reliable.

Discussion

The results show that, while word attack skills are more widely emphasized now than they have been throughout the past 45 years, only a relatively small percentage of basal materials examined in this study were devoted to word attack skills. At the most, only a third of the pages of the basal reading materials within each company was devoted to word attack. This low percentage may be due, in part, to the fact that while the actual number of word attack skills pages has increased, there has been a proportionate increase in the total number of workbook and manual pages in each series.

It must be mentioned here that at least one company of the 1970's, Harper and Row, has been influenced by the literature regarding the value of teaching word attack skills. To be specific, we refer to the inclusion by this company of a separate workbook, the Phonics Workbook, in their program of first grade materials. This book could not be examined in the present study, however, because it was considered a supplementary material by the company. The authors of the Row, Peterson materials in the 1930's were concerned with word attack skills even though the emphasis in education at that time was on silent reading and comprehension skills. For example, the 1930's manual included a chapter entitled "Word Analysis." Therefore, the percentage gain in the newer Harper and Row materials of the 1970's was not very great.

Across the three time perods, Macmillan showed the greatest percentage of change, from 8% in 1930 to 28% in 1970. Row, Peterson showed the least percentage of change across the time periods, ranging from 13% in 1950 to 21% in 1970. Scott, Foresman materials showed no difference between 1930 and 1950 (10%), but doubled in word attack skill pages by 1970 (19%). The materials of the 1970's from all three companies had the highest degree of word attack skill pages when compared to the other two time periods.

The basic philosophies of the three companies studied seemed to have been quite similar in that they advocated the practice of considering both sound elements and meaning clues when attacking new words. Although this was not directly studied, the majority of pages of the older materials examined seemed to have been devoted to sentence interpretation and other comprehension skills. Children were required to learn a basic stock of sight words before using word analysis skills. Although this trend has not changed much in the newer materials, children are introduced to word analysis as early as the pre-primer level. This observation concurs with Spache's (1972) comments presented in Chapter II regarding the reading program of the early 1970's.

When discussing phonic analysis, Smith (1934) and other writers refer to "phonetics." However, in the 1965 revised edition of her earlier book American Reading Instruction, Smith changed the term to "phonics." This is interesting to the reader because it indicates the confusion regarding definitions of terms by the reading authorities themselves.

The review of the literature in Chapter II shows a back-and-forth shift from 1930 to the present time in the emphasis of teaching word attack skills. While the meaning of words seemed to be emphasized

in the 1930's, there was a trend of reinstating phonics in the 1940's. However, in the 1950's, criticisms were hurled at educators by Flesch and others regarding the lack of phonic instruction in the schools.

The results of the present study showed no real differences in word attack skill emphasis between the 1930's and 1950's, which agrees with claims made by Flesch that phonics was not being taught. The unfortunate repercussions of attacks against the school in the 1950's were the numerous amount of anti-education articles by laymen, causing many prominent educators to defend the teaching practices in America throughout the previous two decades.

Flesch's great contribution was not so much the accuracy of his statements and interpretations, as it was his help in creating a climate in which the total community, (parents, educators, researchers, and writers) became concerned about the methods of teaching reading to children. While it is clear that changes were made in the two decades following, it appears equally that no claims can be made concerning the quality of these changes. It is hoped that the concern has helped to bring about improvements in the classroom, in college methods courses, and in general parental interest in their children's education.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study compared the teaching of word attack skills in first grade basal reading materials published by three of the major companies in the 1930's, 1950's, and 1970's.

Forty-six first grade manuals and workbooks from Macmillan, Row, Peterson, and Scott, Foresman were chosen for the study. Materials from each publisher were located for each of the three decades. Every manual and workbook was examined page by page to determine the number and percentage of pages devoted to word attack skills. A table included the percentages for the 1930's, 1950's, and 1970's within each company and the means of the three series taken together at each time period. A second table listed separate percentages for the workbooks and manuals.

Findings

The data indicated a trend toward an increase in the teaching of word attack skills in the three series studied. It was found that the mean percentage of word attack skill pages for the three series taken together doubled in the 1970's when compared to the

two earlier decades. A second major finding was that each of the three series increased in percentages in the 1970's materials in comparison with the materials of the 1930's and 1950's within each company. The 1970's workbooks, in particular, showed relatively large increases over the earlier workbooks within each company. A third finding was a similarity between the companies in emphasis on word attack skills for the three time periods.

Conclusions Regarding Hypotheses

The first hypothesis (there will be a difference in the mean percentage of pages of the three series taken together devoted to word attack skills between the 1930's, 1950's, and 1970's) proved to be false because the gain of the 1970's materials of the three series taken together did not reach the prescribed change in excess of 20% as defined in Chapter I. However, an examination of the data in Table 3 showed an increasing trend in word attack skill pages.

When separate means were calculated for manual and workbook pages, the first hypothesis was false for both manuals and workbooks. The increase for workbooks was 19% in 1970 over the 1950's materials, which fell short of the criteria for significance by 1%.

The second hypothesis (there will be a difference in the percentage of pages devoted to word attack skills between the 1930's, 1950's, and 1970's within any one series), was found to be true for Macmillan between the 1930's and 1970's materials, but false for both Row, Peterson and Scott, Foresman. The gains in Scott, Foresman fell short of significance by 1%.

When separate percentage computations were figured for manuals and workbooks within a company at each time period, the second hypothesis was false for Macmillan, Row, Peterson, and Scott, Foresman manuals, but true for Macmillan and Scott, Foresman workbooks across the three time periods. The Row, Peterson first grade workbooks showed little change in amount of word attack skill pages over the 45-year period.

In answer to the minor question investigated in this study (there will be a difference in the percentage of pages devoted to word attack skills between the three series at any one of the three time periods), it was found that there were no differences between the three companies in the 1930's, 1950's, or 1970's. In other words, they emphasized word attack skills to a similar degree.

There were substantial differences, however, in the 1930's in word attack skill emphasis between the Mamcillan and Row, Peterson workbooks and between

these same two components again in the 1950's. There were no differences between manuals from the three companies in the 1930's or 1950's. In the 1970's, there were no differences in either manuals or workbooks between the three companies investigated in this study.

The data shows the emphasis on word attack skills in the three series studied. The mean of the three series taken together was 11% in the 1950's, as compared to 12% in the 1930's and 23% in the 1970's. This seems to have been the basis for Flesch's attack on teaching practices during the time his book was published (1955). However, it must be noted that first, these results do not state definitively how much teaching of phonics and structural analysis actually occurred in each individual classroom and secondly, these findings do not tell educators what the emphasis as reflected by word attack skill pages should be, only what it has been. Hopefully, teacher education programs have underscored the importance of catering to the individual needs in each classroom. The wide spectrum of new materials such as supplementary phonics workbooks and total phonics reading programs of the 1960's and 1970's reflect the increase in word attack skill instruction at the present time.

Suggestions for Further Research

This study compared materials from three companies in first grade. It would be interesting to compare first grade materials to second and third grade materials to determine at which grade level the greatest emphasis on word attack skills occurred within each company studied.

Each of the three reading series investigated in this study was a "traditional basal-reader approach." This could be compared to an "intensive-phonics approach" or a "phonic-linguistic approach," terms which have been defined by Hughes (1969).

Limitations and Conclusions

In generalizing the results of this study to other research studies, an additional note may be helpful. As was pointed out in the preceding paragraph, the type of reading series used in this study was a traditional basal-reader approach. An even greater emphasis on phonics and structural analysis would be expected if the materials examined had included an intensive-phonics or a phonic-linguistic approach.

It is also important to mention that this study was valid to the extent that the reader accepts the definitions of word attack skills and the methods for comparing percentages in this study. Examination

of a sample of the total population by a second examiner was used as a measure of reliability.

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APPENDIX A

TABLES

TABLE 1

NUMBER OF PRE-PRIMER, PRIMER AND FIRST READER TEACHERS' MANUAL AND WORKBOOK PAGES DEVOTED TO WORD ATTACK SKILLS IN MACMILLAN MATERIALS IN THE 1930's, 1950's AND 1970's

	Macmillan	
	TM	WB
	1930	
PP	a	b
P	39 (396)	2 (95)
F	a	4 (75)
	1950	
PP	9 (185)	0 (112)
P	34 (174)	
F	33 (185)	10 (152)
	1970	
PP	77 (436)	37 (128)
P	130 (424)	50 (128)
F	141 (432)	45 (144)[c]

PP = Pre-Primer

P = Primer

F = First Reader

[a] 1 TM Book used in 1930's

[b] Charts used instead of workbook

Numbers in parentheses - represent total number of pages

[c] Used for determining reliability of experimenter

TABLE 2

NUMBER OF PRE-PRIMER, PRIMER, AND FIRST READER TEACHERS' MANUAL AND WORKBOOK PAGES DEVOTED TO WORD ATTACK SKILLS IN ROW, PETERSON MATERIALS

	Row, Peterson	
	TM	WB
	1930	
PP	[a]	[b]
P	[a] 28 (319)	18 (106)
F	[a]	56 (128)
	1950	
PP	33 (528)	0 (80)
P	55 (384)	33 (112)
F	45 (432)	48 (128)
	1970	
PP	46 (343)	41 (80)
P	49 (302)	41 (112)
F	85 (394)	25 (128)

[a] One book for P, PP, and F

[b] Missing

Note: Numbers in parentheses represent total number of pages for the books on a particular level.

TABLE 3

NUMBER OF PRE-PRIMER, PRIMER, AND FIRST READER TEACHERS' MANUAL AND WORKBOOK PAGES DEVOTED TO WORD ATTACK SKILLS IN SCOTT, FORESMAN MATERIALS

	Scott, Foresman	
	TM	WB
1930		
PP	[a]	[b]
P	[a] 19 (301)	[b] 3 (87)
F	29 (223)	20 (88)
1950		
PP	[c]	10 (80)
P	17 (224)	13 (64)
F	22 (256)	10 (64)
1970		
PP	67 (336)	43 (80)
P	59 (334)	28 (80)
F	21 (303)	8 (64)

[a] Same guidebook for PP and P

[b] Same workbook for PP and P

[c] Missing

Note: Numbers in parentheses represent total number of pages for the books on a particular level.

TABLE 4

NUMBER OF TEACHER'S MANUAL AND WORKBOOK (TM AND WB) PAGES DEVOTED TO WORD ATTACK SKILLS IN FIRST GRADE IN THREE MAJOR READING SERIES

	Time Period					
	1930		1950		1970	
	TM	WB	TM	WB	TM	WB
Macmillan	39 (396)	6 (170)	76 (544)	18 (368)	348 (1292)	132 (400)
Row, Peterson	28 (319)	74 (234)	133 (1344)	81 (320)	180 (1039)	107 (320)
Scott, Foresman	48 (524)	23 (175)	39 (480)	33 (224)	147 (973)	79 (224)

Note: Numbers in parentheses represent the total number of first grade manual and workbook pages within a company at a particular time period.

TABLE 5

NUMBER OF PAGES DEVOTED TO WORD ATTACK SKILLS IN FIRST GRADE IN THREE MAJOR READING SERIES

	Time Period		
Series	1930	1950	1970
Macmillan	45 (566)	94 (912)	480 (1692)
Row, Peterson	102 (553)	214 (1664)	287 (1359)
Scott, Foresman	71 (699)	72 (704)	226 (1197)

Note: Numbers in parentheses represent total number of first grade manual and workbook pages within a company at a particular time period.